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AUTHOR Coles, H. William, III
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ABSTRACT

The Summer Orientation Program (SOP) at the State University of New York at Buffalo (SUNY/B) is an extensive program that affects approximately 2,500 freshmen each year and involves virtually every university office that works with undergraduates. The program tries to provide students with academic, social, and physical perspectives of the university and to give them some idea of what the university expects from them. To evaluate the overall effectiveness of the Summer Orientation Program and to determine the design of future programs, a questionnaire was sent to 686 students. The student sample was stratified according to type of advisement. Findings indicate that the summer program provided the students with a wide variety of opportunities to meet fellow students and to become familiar with the facilities and services of the university. The students' reponses indicate that the 1974 Summer Orientation Program provided a socially positive and academically realistic perspective of their pending university experience. (Author/KE)

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SUMMER ORIENTATION 1974
AN EVALUATION

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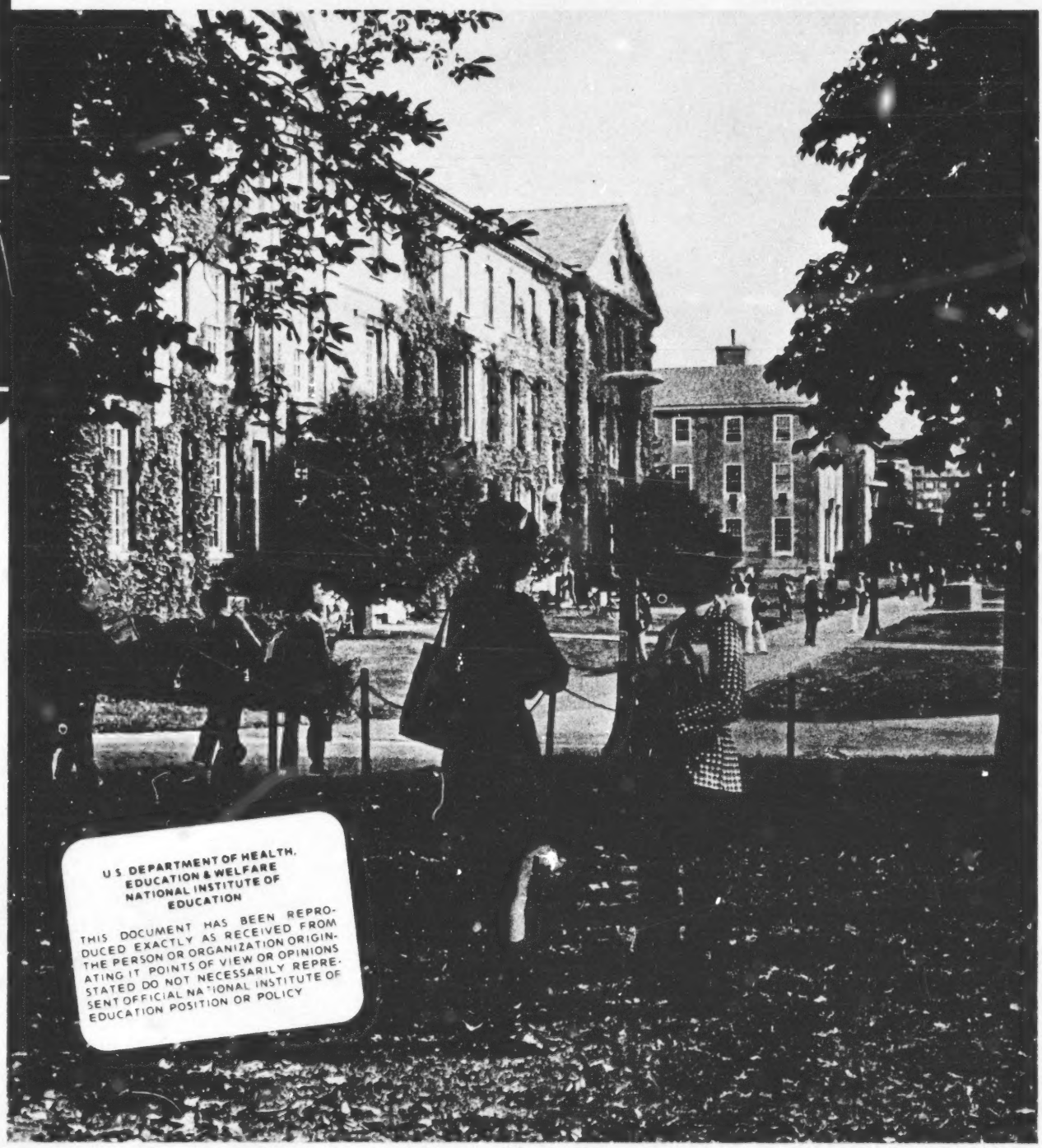

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STUDENT TESTING AND RESEARCH
DIVISION OF STUDENT AFFAIRS
STATE UNIVERSITY OF NEW YORK AT BUFFALO

EVALUATION of the

1974 SUMMER ORIENTATION PROGRAM

H. William Coles III

Student Testing and Research
Division of Student Affairs
State University of New York at Buffalo

July 1975

FOREWORD

The Summer Orientation Program (SOP) at the State University of New York at Buffalo (SUNY/B) is an extensive program which effects approximately 2,500 freshmen each year and involves virtually every University Office which works with undergraduates. The program provides students with academic, social, and physical perspectives of the University and gives them some idea of what they can expect from the University and what the University expects from them.

To evaluate the overall effectiveness of the Summer Orientation Program and to determine the design of future programs, John Buerk, Coordinator of Orientation, commissioned H. William Coles III to design, conduct, and report the results of a survey of the freshmen who participated in the program. The evaluation was performed in conjunction with the Division of Student Affairs, with special assistance provided by Student Testing and Research. The study was funded by the Office of the President and the Vice President for Student Affairs.

As data became available, they were discussed with persons responsible for the 1975 Summer Orientation Program and were instrumental in that program's design.

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CHAPTER I

INTRODUCTION AND PROCEDURE

The 1974 Summer Orientation Program (SOP) consisted of twelve conferences conducted for freshmen expecting to enter the State University of New York at Buffalo (SUNY/B) in the Fall of 1974. Incoming freshmen were invited to attend one of the conferences in order to plan their first semester academic programs and register for their Fall courses as well as to meet other students and familiarize themselves with the University.

From July 15 to August 23, 1974, two conferences were conducted each week; one from noon Monday to 11 A.M. Wednesday, and the other from noon Wednesday to 11 A.M. Friday. All students who attended the conferences, whether they intended to be residents or commuters, resided in the dormitories on the Main Campus during their stay. A wide variety of activities and programs were offered. Daily activities and workshops focused primarily on academic advisement and course registration (Figure 1.1); several programs and tours were available to familiarize the students with the facilities and services of the University. Numerous activities and workshops offered during the evenings (Figure 1.2) provided the students with opportunities to socialize with fellow students and to become further acquainted with the University.

Of the 2,350[1] students who planned to enter SUNY/B as freshmen in the Fall, 1974, 133 indicated that they would be unable to attend a conference and 90 registered for a conference but did not attend. Both groups were mailed registration information and materials.

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[1]An additional 143 students entered the University through the Hospital Nursing Program and received a program orientation at the participating hospitals.

Figure 1.1 Freshman Orientation Schedule

First Day[1]	12:00 - 1:30	Check-in
	1:30 - 2:00	Initial meeting with student aides
	2:00 - 3:00	Small group meetings with academic advisors[2]
	3:00	Film
	3:15 - 3:45	Welcome - Student Affairs Orientation
	3:45 - 5:30	Data collection by Student Testing and Research
	5:30 - 6:45	Dinner
	7:00 - 8:00	Registration Workshops with the student aides in the dormitory lounges
Second Day	8:30 - 9:30	Completion of Data Forms and Registration Workshop - For those who do not complete their registration materials, additional information and assistance is available from 9:30 to 12:00 and 1:30 to 5:00 today and from 9:00 to 11:00 tomorrow.
	9:30 -12:00	Appointments with academic advisors
	9:30 -12:00	Registration assistance available
	9:30 -10:00	Library Slide Program - optional (repeated at 2:00 and 3:00 in the afternoon)
	10:00 -10:30	Main Campus Tour - optional (repeated at 2:30 and 3:30 in the afternoon)
	10:30 -11:45	Language Placement Tests
	12:00 - 1:30	Lunch with faculty members (10 to 15 students per faculty member)
	1:00 - 3:30	Film
	1:30 - 5:00	Appointments with academic advisors
	1:30 - 5:00	Registration assistance available
	1:30 & 2:30	Career Guidance Workshop - optional
	2:00 & 3:00	Library Slide Program - optional
	2:30 & 3:30	Main Campus Tour - optional
	4:00 - 4:30	Health Services Program and Tour - optional
	5:30 - 7:00	Dinner
Third Day	9:00 -11:00	Appointments with academic advisors
	9:00 -11:00	Registration assistance available
	9:00 -11:00	Amherst Campus Tour
	11:00	End of Conference - check out of dormitories

[1]The first day schedule for students in the Educational Opportunity Program (EOP) is modified slightly:

10:00 -10:45	Check-in
11:00 -12:00	EOP General Orientation
1:30 - 2:30	Small group meetings with EOP Counselors
2:30 - 3:00	EOP Student Association Orientation

The remainder of the schedule is the same as above.

[2]At this time, individual appointments with advisors are arranged. Appointments are scheduled for the second day, tentatively for a half an hour during either the morning (9:30 to 12:00) or afternoon (1:30 to 5:00). Additional time with the advisors for further discussion of problems and concerns is available on the third day (9:00 to 11:00).

Figure 1.2 Schedule of Evening Activities[1]

First Evening	7:00 -	FILM
	7:00 - 10:00	PSYCHOMAT - Psychomat is listening and speaking experience in an open-ended, free flowing and inviting setting. Open and honest communication is its goal - and that depends on you - on your willingness to be and share with others. Be part of a group this summer.
	8:00 - 10:00	CAMPUS AWARENESS FOR MINORITY STUDENTS - The workshop will pin point the problems of minority students and the services available to all minority students.
	8:00	TOUR OF NIGHARA FALLS - Student Association will supply buses for a trip to Niagara Falls.
	8:00 - 10:30	ORIENTATION SOCIAL HOUR[2] - Put your class schedules away and join us. Refreshments will be served and entertainment provided.
	8:30 - 10:00	UNDERGRADUATE MEDICAL SOCIETY - Pre-med and Pre-dent students are invited to meet informally with members of the Undergraduate Medical Society. The program is designed to acquaint pre-med and pre-dent students with the University and to inform them of the requirements that must be met for pre-health professional education. Discussion will center around the various aspects of going to medical school and what the student should concern himself/herself with during the next four years.
	10:00 - ?	BONFIRE IN THE NORTON FOUNTAIN AREA - Had enough for one day? Come and relax around a bonfire. There will be ice cream, donuts, etc. If you have a guitar or some other instrument, be sure to bring it along.
Second Evening	5:00 - 6:00	INTRODUCTORY CLASS IN KUNDALINI YOGA - Kindalini Yoga is the science of postures, breathing techniques, exercises, mantras, and meditations designed to revitalize the body and mind. It is essential to wear loose fitting clothing and to bring a blanket or thick towel. You won't miss dinner. It is being served until 6:30.
	7:00 - 8:00	RESIDENT - COMMUTER PROGRAM
		RESIDENT PROGRAM - a slide show of the campus, activities, and sights around Buffalo will be presented. People from the Inter-Residence Council, the Housing Office, and Campus Security will be there. A question and answer session will follow. If you are planning to live in the dorms, be sure to attend this workshop.
		COMMUTER PROGRAM - the Trials and Tribulations of a Commuter. Come to this informal discussion of commuter dilemmas ranging from transportation and parking to loneliness and family pressure.

[1]Location of the activities and the names of the individuals, groups, or films have been omitted.

[2]A variety of presentations occupied this time period during the various conferences.

Figure 1.2 (Cont'd.) Schedule of Evening Activities

Second Evening (cont'd.)	8:00 - 9:00	WORKSHOPS
		WORKSHOP FOR FRESHMEN WOMEN - a workshop to find out what women are doing at this University as well as the community of Buffalo as a whole. A good place to discuss specific questions and problems incoming freshmen women may have about coming to the University, as well as an opportunity to learn what we, as women, can do to help ourselves. Material will be distributed about services available for women at SUNYAB and the Buffalo Community.
		COMMUNICATION IS THE PROBLEM AND WE'VE GOT AN ANSWER - Language and non-verbal behavior play an important role in inter-racial interaction. This workshop is designed to help us begin to understand these aspects and to become aware of our own communication abilities.
		BUFFALO ISN'T JUST THE PLACE WHERE MILLARD FILLMORE WAS BURIED - Buffalo is a city of 449,000 people with something to offer. Come and we'll tell you about it. Commuters also invited - support Buffalo!
		STUDENT ACTIVITIES INTRODUCTION - This will familiarize you with some of the more popular activities in which students may participate. Included are student publications, the University radio station, and various clubs. Following the presentation, there will be tours to the newspaper offices and radio station, and two organizations will conduct workshops regarding their activities: 1. Positive Action for Social Change - the Western New York Public Research Group's (WNYPIRG) workshop will explain the concepts and methods of it's Ralph Nader-style advocacy and research. Both past and future projects will be explained. Input from incoming freshmen will be welcomed. 2. Community Action Corps (CAC) - the workshop is designed to discuss this community oriented service organization which each year has about 2000 student volunteers participating in its programs. An audio-visual presentation and refreshments will be included. Come find out what CAC is all about. Get involved!
		CFC INTRODUCES CFC - AN INFORMAL GATHERING - a chance for you to meet the Master, Fellows, Staff and most importantly, the students of Clifford Furnas College. Find out where we're at and maybe it's where you're going. A short slide show will be followed by refreshments and an opportunity for you talk on a one-to-one basis with college members.
		IMPROVISATIONAL THEATRE WORKSHOP - Come play statue! Come do pantomimes! Come and make a human machine! We are presenting an Improvisational Theatre Workshop. It will involve the participation of all present in creating imaginary situations. Come and join us.
	8:00 - 11:00	INTERNATIONAL FOLK DANCING - Take off your shoes and hold hands with your new contemporaries. Instruction in the rhythmic movements of Yugoslavian, Greek, Israeli, and Balkan can be had by all. Come join us!
	8:00	SUMMER FILM INSTITUTE - Screening and discussion of films by a resident film maker.
	8:00 - 9:30 & 10:00 - 11:30	UNIVERSITY COFFEEHOUSE - Entertainment and a limited menu. All students are invited.
	8:30 - 9:30	CREATIVE CRAFT CENTER - the Craft Center will give a tour and a wheel throwing demonstration.

EVALUATION PROCEDURE

The 2,127 students who attended the SOP constituted the population of interest in this study. Most, 1,894, entered the University through regular admissions procedures. The remaining 233 students enrolled through the Educational Opportunity Program (EOP) and received academic advisement from EOP counselors. Of the regular admissions students, the 107 enrolled in the Physical Therapy Department and the 298 in the Faculty of Engineering and Applied Sciences received academic advisement from advisors in these areas. The remaining 1,489 students received academic advisement from advisors in the Division of Undergraduate Education (DUE).

Sampling

From the population of students registered as freshmen, a sample of 686 students was selected to receive the 1974 Summer Orientation Program Survey. This Selected Sample was a random sample stratified according to type of advisement: DUE (484), Engineering and Applied Sciences (91), EOP (75), and Physical Therapy (36). The sample of students having DUE academic advisors was further stratified to insure more proportional representation of the DUE advisors; 28 students were selected from the rosters of each of 17 DUE advisors and 8 from one part-time DUE advisor's roster.

The questionnaires were mailed to the students in the third week of October, 1974; three follow-up cards were mailed urging completion of the survey. The evaluation was timed for the end of October in order to gain the students' perspective of the SOP after having completed half of the Fall semester. By this time, it was felt that the freshmen would be familiar enough with the procedures, regulations, and life at the University to effectively evaluate the preparation they had received during SOP.

Difficulty in determining which students attended the 1974 SOP, (attendance is not indicated in the students' records) resulted in the Selected Sample being sampled from all freshmen at SUNY/B and stratified as above. Survey returns and a subsequent check of first registration dates at the University revealed that 53 of the regular admission freshmen and 34 of the EOP freshmen had initially registered at SUNY/B prior to the Fall of 1974, but were still listed as "freshmen" because they had not completed 32 hours of course work. These 87 students were subsequently omitted from the Selected Sample. The

Selected Sample therefore consisted of 599 students who initially registered in the Fall of 1974 and represented 28 percent of the students who attended the 1974 SOP.

Sample

Two hundred and twenty-four students, 37 percent of the Selected Sample (599) and 11 percent of the population, returned usable questionnaires. Between 34 and 39 percent of each of the four advisement groups in the Selected Sample returned the Survey, representing 6 to 11 percent of the respective groups in the population. Men comprised 45 percent of the sample and women, 55 percent (Table 1.1).

Table 1.1 Sample, By Type of Academic Advisement and Sex of Students

TYPE OF ACADEMIC ADVISEMENT	Men		Women		Total	
	N	%	N	%	N	%
Division of Undergraduate Education (DUE)	70	31	100	45	170	76
Engineering and Applied Sciences	25	11	4	2	29	13
Educational Opportunity Program (EOP)	4	2	10	4	14	6
Physical Therapy	1	1	10	4	11	5
TOTAL	100	45	124	55	224	100

The Questionnaire

The 1974 Summer Orientation Program Survey consists of five pages of multiple choice questions. Topics covered by the 155 items include: evaluation of activities and personnel, assessment of registration materials and procedures, the effect of SOP attendance on student anxiety, and preferences for alternate formats for subsequent SOP's. A copy of the questionnaire is presented in the Appendix.

Presentation of Data

This report is based on the analysis of usable responses to the 1974 Summer Orientation Program Survey. The terms "respondents," "freshmen," "students,"

and "sample" are used interchangeably and, unless otherwise specified, refer to those 224 students who returned usable questionnaires.

Tables and figures are included to provide information additional to that in the text. Data are presented in tables in three ways: frequencies, percentages, and/or means. Means are calculated by assigning the number 1 to the most negative options, 2 to the next most negative, etc..[1] In tables with mutually exclusive entries, some columns of percents may not add up to 100 due to non-response and/or rounding errors.

The percent of the sample responding to each question is indicated in the tables by either the percent attending each activity, the percent interacting with the groups of personnel, or a note at the bottom of the table.

The following symbols and abbreviations are used in the tables:

Mn	Men
Wn	Women
T	Total
M	Mean
N	Number of cases
%	Percent of the sample.

In many sections of the questionnaire, students were instructed to use a designated response scale in responding to each of a list of related statements or expressions. When the information from these sections is reported in the study, the response options available to the students are noted in script; the statements or phrases to which the students responded are noted by capitalization of the first letter in the first word of the statement.

For example, the students indicated how beneficial each of 31 activities and programs had been to them in meeting fellow students (Chapter II). The response options were *not at all beneficial, slightly beneficial, moderately beneficial,* and *very beneficial.* The activities and programs, when discussed in the text, are denoted by capitalization of the first letter of the first word of the statements, i.e. Living in the dormitories and Tour of Niagara Falls.

Proportions, such as one-third or three-quarters, are used for simplicity and convenience. They are sometimes approximations, but are always within two percent of the actual percents indicated in the tables.

Regarding the stratification of the Selected Sample by type of advisement, for this report the data were not analyzed for the Engineering or Physical Therapy advisors, the EOP counselors, or the individual DUE advisors.

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[1] In Table 2.1 on page 10, for example, the means were calculated by the following assignment of numbers to options: 1 = *not at all beneficial;* 2 = *slightly beneficial;* 3 = *moderately beneficial;* and 4 = *very beneficial.*

CHAPTER II

ACTIVITIES AND PROGRAMS

Each conference of the Summer Orientation Program (SOP) consisted of about 30[1] activities (Table 2.1), primarily programs and workshops for course registration and academic advisement, and activities and experiences for socialization and familiarization with the University. To assess the benefit derived from each of the activities and programs available during the SOP, three dimensions were investigated: student attendance at each function; the contribution to meeting fellow students; and the contribution to familiarizing students with the facilities and services of the University. Although all activities were examined relative to these three aspects, some activities, of course, were included in the SOP for other reasons. Therefore, findings of low benefit in socialization with students and/or familiarization with the University do not necessarily indicate lack of value in these other dimensions.

ATTENDANCE

A third of the activities were attended by a majority of the freshmen; five of them each attracted at least 90 percent of the students:

- Initial meeting with student aides
- Small group meeting with academic advisors (or EOP counselors)
- Living in the dormitories (during SOP)
- Registration Workshop (second day)
- Student Affairs Orientation (welcoming talks before data collection).

Six additional activities were attended by between 50 and 80 percent of the respondents. Four-fifths of the respondents attended the Registration Workshops

[1] Psychomat was offered only on the even-numbered conferences.

held in the dormitory lounges, and two-thirds participated in the Faculty lunch program, designed to facilitate interaction between students and faculty members. The Amherst and Main Campus Tours and the Bonfire were each attended by about 55 percent of the students. The remaining twenty activities were attended by a third or fewer of the respondents; half were attended by a tenth of the sample or fewer.

CONTRIBUTION OF ACTIVITIES TO MEETING STUDENTS

For each of the activities and programs offered, the freshmen were asked to indicate how beneficial to them each was in meeting fellow students. Responses were made on a four-point scale ranging from *not at all beneficial* to *very beneficial*. An option was available for the students to indicate that they did not attend.

Students indicated that only five of the activities were, on the average, *moderately* to *very beneficial* in meeting fellow students (Table 2.1). The remaining activities were *slightly* to *moderately beneficial*. The experiences and activities reported to be most beneficial in meeting students were:

Living in the dormitories (during SOP)
Tour of Niagara Falls
Coffee House
Creative Craft Center Workshops
Workshop for Freshman Women

Living in the dormitories was, by far, the experience most facilitating socialization among the students; three-fifths of the sample reported it was *very beneficial* in meeting fellow students. The Niagara Falls tour was attended by only 12 percent of the sample, but nearly all those students reported the tour to be *moderately* or *very beneficial* in meeting students. The Coffee House was patronized by over half the sample and nearly half of those who attended (a quarter of the sample) reported it to be *very beneficial* in meeting students. Although attended by fewer than 10 percent of the sample, the Creative Craft Center Workshop and the Workshop for Freshman Women were indicated to be of *moderate benefit* in meeting students. Half of the students who attended the latter, thought it to be *very beneficial* in meeting students.

Table 2.1 Benefit of Activities in Meeting Fellow Students

ACTIVITIES[1]	Percent Attending	Degree of Benefit				Mean
		Not At All	Slightly	Moderately	Very	
Living in the dormitories (during SOP)[2]	90	5%	10%	16%	59%	3.45
Tour of Niagara Falls	12	1	1	5	5	3.23
Coffee House	55	4	8	18	24	3.11
Creative Craft Center Workshop	7	0	2	4	2	3.00
Workshop for Freshman Women	6	1	1	1	3	3.00
Folk and Square Dancing	19	2	4	6	7	2.88
Yoga Class	3	<1	1	<1	1	2.86
Undergraduate Medical Society Meeting	18	3	3	7	6	2.85
Amherst Campus Tour	55	6	14	17	17	2.82
Main Campus Tour	54	3	19	17	15	2.80
Bonfire	54	7	14	15	17	2.79
Commuter Program	29	1	11	9	8	2.78
Registration Workshop (in the lounges)	80	10	24	25	22	2.74
Student Activities Workshops (WNYPIRG)	12	1	4	5	1	2.69
Health Service Program and Tour	17	2	5	5	4	2.62
Resident Program	27	5	6	10	6	2.62
Summer Film Institute	8	1	3	2	2	2.61
Student Activities Workshop (Community Action Corps)	12	1	5	5	1	2.61
Registration Workshop (second day)	90	14	27	27	22	2.59
Campus Awareness Workshop for Minority Students	4	<1	1	2	<1	2.56
Initial meeting with student aides	97	16	34	31	15	2.48
Psychomat	6	1	1	2	1	2.46
Faculty lunches	65	13	19	24	9	2.45
Small group meetings with academic advisors (or EOP[3] counselors)	94	23	29	27	15	2.36
Career Guidance Workshop	34	9	8	12	5	2.35
Clifford Furnas College Program	5	1	1	2	<1	2.30
Library Slide Program	34	7	14	10	3	2.29
Improvisational Theater	10	3	3	3	1	2.26
Student Affairs Orientation (welcoming talks before Data Collection)	90	22	37	22	8	2.17

[1] Activities are listed in descending order of degree of benefit contributed to meeting students.

[2] Summer Orientation Program

[3] Educational Opportunity Program

Folk and square dancing and the Undergraduate Medical Society meeting, each attended by a fifth of the sample, were of less benefit in meeting students than the above activities, but they were reported to be *moderately* or *very beneficial* by twice as many students as indicated they were *slightly* or *not at all beneficial*.

Three of the most widely attended optional activities, the Amherst and Main Campus Tours and the Bonfire, also were reported to facilitate interaction among fellow students. In each instance, a third of the sample reported these activities to be *moderately* or *very beneficial*, while only a fifth indicated that they were *slightly* or *not at all beneficial* in meeting students.

Most of the functions indicated by the students to be less effective facilitators of socialization among students, were not primarily intended as such. A few activities, however, were to act as catalysts of social interaction and seemingly did not serve that function. The Improvisational Theater, for instance, was reported to be only *slightly* or *not at all beneficial* in meeting students by 60 percent of those who attended. Only 10 percent of those who attended (1 percent of the sample) reported that it was *very beneficial*.

The Faculty lunches were judged by a third of the sample to be *moderately* or *very beneficial* while an equal percent stated they were only *slightly* or *not at all beneficial* in meeting students. Although student socialization may not have been the primary function of these lunches, it was an anticipated outcome.

CONTRIBUTION OF ACTIVITIES TO FAMILIARIZING STUDENTS WITH THE FACILITIES AND SERVICES OF THE UNIVERSITY

For each of the activities and programs offered, the students were asked to indicate how beneficial to them each was in familiarizing them with the facilities and services of the University. Responses again were made on the four-point *Benefit* scale. The option also was provided for the indication of non-attendance.

Students indicated that a third of the activities were, on the average, *moderately* to *very beneficial* in familiarizing them with the University's facilities and services (Table 2.2): half of these activities were attended by the majority of the students. One activity, the Bonfire, was reported,

Table 2.2 *Benefit of Activities in Familiarizing Students with the Facilities and Services of the University*

ACTIVITIES[1]	Percent Attending	Degree of Benefit				Mean
		Not At All	Slightly	Moderately	Very	
Main Campus Tour	54	<1%	2%	18%	34%	3.57
Health Service Program and Tour	17	1	2	6	8	3.27
Amherst Campus Tour	55	6	6	15	29	3.20
Registration Workshop (second day)	90	5	15	27	43	3.19
Living in the dormitories (during SOP[2])	90	8	16	23	44	3.14
Commuter Program	29	2	4	11	12	3.13
Library Slide Program	34	2	5	13	14	3.12
Registration Workshop (in the lounges)	80	7	13	24	36	3.11
Undergraduate Medical Society Meeting	18	2	3	4	9	3.05
Yoga Class	3	<1	<1	1	1	3.00
Resident Program	27	3	4	11	9	2.98
Initial meeting with student aides	97	6	18	47	26	2.95
Student Activities Workshop (Community Action Corps)	12	<1	3	5	3	2.93
Small group meeting with academic advisors (or EOP[3] counselor)	94	11	14	42	27	2.91
Student Activities Workshop (WNYPIRG)	12	1	3	5	4	2.89
Workshop for Freshman Women	6	1	1	2	2	2.85
Creative Craft Center Workshop	7	0	3	3	1	2.81
Psychomat	6	<1	2	3	1	2.75
Career Guidance Workshop	34	7	6	14	8	2.67
Campus Awareness Workshop for Minority Students	4	<1	1	1	1	2.67
Student Affairs Orientation (welcoming talks before Data Collection)	90	11	28	34	17	2.63
Improvisational Theater	10	2	3	3	2	2.57
Clifford Furnas College Program	5	1	2	<1	1	2.50
Faculty lunches	65	16	15	23	12	2.47
Coffee House	55	15	16	13	10	2.37
Tour of Niagara Falls	12	4	2	4	2	2.33
Summer Film Institute	8	3	2	2	1	2.17
Folk and Square Dancing	19	8	5	3	4	2.11
Bonfire	54	29	14	7	4	1.74

[1] Activities are listed in descending order of degree of benefit contributed to meeting students.

[2] Summer Orientation Program

[3] Educational Opportunity Program

not surprisingly, to be of *slight* to *no benefit at all* in this respect. The remaining two-thirds of the activities were of *slight* to *moderate benefit*. The activities reported to be *moderately* to *very beneficial* in familiarizing students with the University's facilities and services were:

Main Campus Tour
Health Services Program and Tour
Amherst Campus Tour
Registration Workshop (second day)
Living in the dormitories (during SOP)

Commuter Program
Library Slide Program
Registration Workshop (in the lounges)
Undergraduate Medical Society Meeting
Yoga Class.

The Main Campus Tour was clearly indicated to be the most useful program for familiarizing students with the University's facilities and services. Ninety-six percent of those who took the tour reported it to be *moderately* or *very beneficial*. The Amherst Campus Tour was indicated to be less beneficial than the Main Campus Tour in acquainting students with the University, although over half of those participating in the tour stated it to be *very beneficial* in that respect. The Health Services Program and Tour was attended by only 17 percent of the sample, but nearly everyone who attended indicated it to be *moderately* or *very beneficial*.

The two Registration Workshops were reported to be beneficial in familiarizing the students with the University. Seventy percent of the respondents reported the Workshop presented on the second day to be *moderately* or *very beneficial*, while 60 percent of the sample stated the same regarding the Workshop in the lounges.

Living in the dormitories (during SOP) was noted by two-thirds of the sample to be *moderately* or *very beneficial*, while only a quarter of the students reported it to be *slightly* or *not at all beneficial*. Four times as many students reported the Commuter Program and the Library Slide Program (attended by 29 and 34 percent of the sample, respectively) to be *moderately* or *very beneficial* as stated them to be *slightly* or *not at all beneficial* in

familiarizing students with the facilities and services of the University.

The Undergraduate Medical Society Meeting and the Yoga Class were indicated to be of *moderate benefit* to the students. A tenth of the students, half of those attending the Undergraduate Medical Society, reported it to be *very beneficial* to the students in familiarizing them with the facilities and services of the University. Surprisingly, two-thirds of the three percent of the respondents who attended the Yoga Classes reported them to be *moderately* or *very beneficial* in familiarization with facilities and services.

SPECIFIC QUESTIONS TO SUBSAMPLES

Two questions were directed to subsamples of the respondents only: resident students and EOP students.

Resident Program

Resident students indicated the extent that the Resident Program (a slide show of dormitory life) prepared them for resident living in the Fall semester. One hundred and thirteen prospective resident students responded. Over three-fifths reported that they had been prepared *moderately* or *very well* (43 and 21 percent, respectively), while a third indicated having been only *slightly* or *not at all* prepared for resident living (25 and 12 percent, respectively).

EOP General Orientation

The EOP students indicated how helpful the EOP general orientation had been in familiarizing them with the facilities and services available to EOP students. The 14 EOP students completing the questionnaire indicated the orientation to be very successful. Three-fifths of these students stated it had been *very helpful*, the remainder indicated that it had been *moderately helpful*.

CHAPTER III

AIDES, ADVISORS, AND LIBRARIANS

The experiences of freshmen at the Summer Orientation Program (SOP) can strongly affect their expectations of interactions with University personnel during their college years. Their perceptions of the helpfulness, friendliness, and interest of University staff were investigated by asking the freshmen to rate several groups of SOP personnel on these dimensions. The groups were: student aides, registration aides, librarians, DUE academic advisors, and resident advisors.

Students were asked to indicate how helpful and friendly/interested in them each group had been during SOP. The latter two dimensions were combined because of their close relationship and the greater appropriateness of one or the other in various situations discussed. Respondents also reported the helpfulness and friendliness/interest in them of the DUE academic advisors and librarians during the Fall semester. Responses were on a four-point scale ranging from *not at all* to *very*. An option was available for the indication of non-attendance or non-applicability.[1]

The amount of student contact with the DUE advisors during the SOP and the Fall semester was also reported.

STUDENT AIDES

Ten SUNY/B students were selected as student aides on the basis of (a) their knowledge of the University, its facilities, services, and organizations, and (b) their capacity to relate to and their desire to help other students. The training program for the student aides consisted of: seven two-hour sessions conducted during the spring; intensive training the week prior to the first conference; and a two-hour session each week of the SOP. For their services, these

[1] Comprehensive data are presented in the Appendix: Tables A.1 and A.2.

students received $600.00, room for seven weeks, and board while the conferences were in session (five days of the week).

Their primary function was to help the freshmen with any difficulties or problems encountered during the course of the conference. They also conducted registration workshops (in the lounges), two campus tours, and numerous evening activities and workshops.

Attendance

The student aides interacted with the freshmen primarily in six situations:

Completion of registration materials (Student Data Forms and Course Request Forms)

Initial Meeting (following check-in)

Registration Workshop (in the lounges)

Evening Activities (workshops and programs)

Main Campus Tour

Amherst Campus Tour

Nearly all (96 percent) of the respondents interacted with the student aides while Completing their registration materials and while attending the Initial Meeting with their student aides. Most had contact with the student aides during the Registration Workshops in the lounges (86 percent) and during at least one of the Evening activities (68 percent). Over half the freshmen interacted with the aides during the Main and Amherst Campuses Tours.

Helpfulness

Student aides were reported to be the most helpful of the groups evaluated. They were, on the average, *moderately* to *very* helpful in all six situations described (Table 3.1). No more than five percent of the freshmen stated that they were *not at all* helpful in any one of the situations.

In the three activities in which the students were most widely engaged, the student aides were reported to be *moderately* or *very* helpful by three-quarters of the students. Half the students indicated the student aides were *very* helpful in the Registration Workshop and in Completion of their registration materials.

The student aides were also seen as being quite helpful on the Campus Tours and during Evening Activities. They were reported to be *moderately* or *very* helpful by 87 percent of the sample who took the Main Campus Tour and by

81 percent of those who participated in the Amherst Campus Tour and in the Evening Activities.

Table 3.1 Helpfulness of Student Aides During SOP

SITUATIONS	Percent Attending or Indicating Applicable	Degree of Helpfulness				Mean
		Not At All	Slightly	Moderately	Very	
Registration Workshop[1] (in the lounges)	86	2%	11%	21%	52%	3.43
Main Campus Tour	54	1	6	19	29	3.40
Amherst Campus Tour	53	3	6	16	27	3.27
Completion of registration materials (Student Data Forms and Course Request Forms)	96	5	15	27	49	3.25
Initial Meeting (follow check-in)	96	4	16	34	42	3.18
Evening Activities (workshops and programs)	68	2	11	29	26	3.15

[1]Although 86 percent of the respondents indicated the helpfulness of the student aides during the Registration Workshop (in the lounges), only 80 percent indicated the benefit of the Workshop in meeting people and familiarizing them with the University (Table 2.1 and 2.2).

Friendliness/Interest

Respondents indicated that the student aides were the friendliest/most interested in them of all the groups evaluated. They were reported to be *moderately* to *very* friendly/interested in all six situations listed (Table 3.2). No more than five percent of the freshmen said that the aides were *not at all* friendly/interested in any one of the six situations.

Four-fifths of the students indicated that the student aides were *moderately* or *very* friendly/interested in them during the Initial Meeting with the aides (following check-in). About three-quarters of the sample reported the aides to be *moderately* or *very* friendly/interested in them during Completion of their registration materials and during the Registration Workshop (in the lounges). At least eighty-five percent of those who interacted with the student aides on

the Campus Tours and during the Evening Activities reported the aides to be *moderately* to *very* friendly/interested in them.

Table 3.2 Friendliness/Interest of Student Aides During SOP

SITUATIONS	Percent Attending or Indicating Applicable	Degree of Helpfulness				Mean
		Not At All	Slightly	Moderately	Very	
Main Campus Tour	54	2%	4%	17%	29%	3.39
Amherst Campus Tour	53	3	4	17	30	3.39
Initial Meeting (following check-in)	97	3	12	29	52	3.36
Registration Workshop[1] (in the lounges)	86	4	11	25	47	3.34
Evening Activities (workshops and programs)	68	1	9	26	32	3.27
Completion of registration materials (Student Data Forms and Course Request Forms)	96	5	16	32	43	3.18

[1]Although 86 percent of the respondents indicated the friendliness/interest of the student aides during the Registration Workshop (in the lounges), only 80 percent indicated the benefit of this Workshop in meeting people and familiarizing them with the University (Table 2.1 and 2.2).

REGISTRATION AIDES

Two upperclassmen at SUNY/B were selected as Registration Aides. They designed and conducted the Registration Workshop (second day), providing instruction and assistance in the Completion of the registration materials (Student Data Forms and Course Request Forms). They also assisted in registering students for each conference (check-in) and provided support for the Registration Workshops (in the lounges) on the first day. These two upperclassmen were given about seven hours of instruction prior to SOP and received $450.00, room for seven weeks, and board while the conferences were in session (five days of the week).

Ninety-four percent of the sample responded to the questions about the registration aides and reported that, on the average, the aides were *moderately* to *very* helpful and friendly/interested in them. The aides were indicated to have been slightly more helpful than friendly/interested in the students, probably because the registration aides presented an overhead projection program to the aggregate of students, and most of the individual assistance was provided by the student aides.

Three-quarters of the sample indicated that these aides were *moderately* or *very* helpful (31 and 43 percent, respectively) to them in the Completion of their registration materials, while a fifth reported the aides to have been *slightly* or *not at all* helpful (14 and 6 percent, respectively). Seventy percent of the students indicated that these aides were *moderately* or *very* friendly/interested (33 and 38 percent, respectively), while a quarter thought them to have been *slightly* or *not at all* friendly/interested (15 and 9 percent, respectively).

LIBRARIANS

The staff of the Libraries at SUNY/B presented a discussion and slides describing the facilities and services of the Library system. The program was offered three times on the second day of the conference; librarians were otherwise available throughout the conferences at each of the libraries to answer questions and provide information.

The students reported that the librarians were, on the average, *moderately* helpful and friendly/interested in them during both the SOP and the Fall semester, although they were generally indicated to have been more helpful than friendly/interested. Two-fifths of the sample indicated they had had enough contact with at least one librarian during SOP to describe their general perceptions. The librarians with whom the students interacted during SOP were viewed as being helpful; four times as many students reported them to be *moderately* or *very* helpful as reported them to be *slightly* or *not at all* helpful. They were also seen as friendly/interested; three times as many students indicated the librarians to be *moderately* or *very* friendly/interested as indicated them to be *slightly* or *not at all* friendly/interested.

Seventy percent of the sample indicated their perceptions of librarians during the Fall 1974 semester, nearly twice the number that did so for SOP. They were again seen as helpful, but slightly less so than during SOP. About half of the sample indicated that the librarians were *moderately* or *very* helpful during the Fall semester, while 17 percent reported them to be *slightly* or *not at all* helpful. During the Fall semester, librarians were seen as friendly/interested but slighlty less so than during SOP. Half of the sample indicated they were *moderately* or *very* friendly/interested, while a fifth reported them to be *slightly* or *not at all* friendly/interested.

DUE ACADEMIC ADVISORS

All regular admissions students except those in Physical Therapy and Engineering were assigned a DUE academic advisor before attending SOP. These students met with their advisors in small groups and individually during the SOP, and they are able to contact them at any time throughout the school year. The DUE academic advisors provide information on registration, University procedures, department requirements, course selection, etc.. They are academic advisors; it is not their function to counsel personal problems, but rather to be sensitive enough to the personal concerns of their advisees to refer them to the appropriate counseling services.

Students met with their DUE academic advisors in small groups (10 to 15 students) on the first day of the conference. Information about registration, University procedures, and course selection was presented and questions were fielded by the advisors and the student aides. Individual appointments with the DUE advisors were then scheduled.

Contact Time

Half of the students indicated that they had at least 20 minutes contact with DUE academic advisors during the small group meetings; a quarter indicated that they had more than 30 minutes. A fifth said that they had spent between 10 and 20 minutes with their advisors; the same percentage reported having had 10 minutes or less. Thirteen percent indicated they had no contact with their advisors during their small group meeting, suggesting that they either missed the meeting or did not recall it.

The students indicated that they had had less contact with their DUE academic advisors during their individual appointments than during the small group discussions. A tenth of the respondents reported that they spent more than 30 minutes with their advisors; a quarter spent between 20 and 30 minutes; thirty percent between 10 and 20 minutes; and thirty percent, 10 minutes or less. Five percent of the respondents said that they had no appointment with their advisor.

Over half of the respondents (53 percent) had no contact with their DUE academic advisors during the Fall/74 semester. A quarter had one contact; 12 percent, two contacts; 5 percent, three contacts; and an additional 5 percent, four or more contacts.

Change of DUE Advisors

Students were able, at any time, to change from one DUE advisor to another. As of the end of October, 1974, most of the students remained with their original DUE advisors. Seven percent had changed once; fewer than two percent had changed more than once.

Helpfulness and Friendliness/Interest of DUE Academic Advisors

Students specified how helpful and friendly or interested in them their DUE academic advisors were regarding:

Academic matters:

Registration (description and selection of courses, planning a class schedule, etc.)

University matters (degree requirements and grading procedures, etc.)

Choice of major (information about majors and their requirements, etc.)

Personal matters (family, peer relations, mental health, etc.).

Considerably more students, of course, interacted with their DUE advisors during the SOP than during the first half of the Fall semester, particularly relative to academic matters. Most of the students' difficulties relative to course selection and registration for the Fall semester had been resolved during SOP and similar concerns for the Spring 1975 semester would not have fully surfaced until later in the Fall semester.

Most of the students indicated that they discussed Academic matters with their academic advisors during SOP; slightly over half did so during the Fall semester. Substantially fewer students discussed Personal matters with their ad-

visors; three-fifths did so during SOP, and two-fifths during the Fall semester.

Helpfulness

In regards to Academic matters, DUE academic advisors were generally perceived by the freshmen to be *moderately* helpful during SOP and *slightly* to *moderately* helpful during the Fall semester (Table 3.3). They were judged *slightly* helpful in Personal matters during both SOP and the Fall semester.

Academic Areas. Students indicated that during SOP their advisors were the most helpful regarding Registration; seven-tenths of the students said their advisors were *moderately* or *very* helpful, while a tenth viewed them as *not at all* helpful. About three-fifths of the students reported their advisors to be *moderately* or *very* helpful in University matters and Choice of major, while only slightly over a tenth considered them *not at all* helpful in these areas.

Table 3.3 Helpfulness of the DUE Academic Advisors

SITUATIONS	Percent Having Interactions With Advisors	Degree of Helpfulness				Mean
		Not At All	Slightly	Moderately	Very	
Academic:						
Registration (description and selection of courses, planning a class schedule, etc.)						
During SOP	94	12%	15%	30%	38%	2.98
During Fall/74	58	11	11	18	18	2.75
University matters (degree requirements and grading procedures, etc.)						
SOP	92	11	18	34	29	2.88
Fall/74	55	13	13	15	14	2.55
Choice of major (information about majors and their requirements, etc.)						
SOP	91	14	18	30	30	2.83
Fall/74	54	11	13	17	13	2.59
Personal:						
Personal matters (family, peer relations, mental health, etc.)						
SOP	59	32	11	8	9	1.89
Fall/74	42	21	6	8	7	2.03

During the Fall semester, freshmen found their advisors of *slight* to *moderate* help with Academic matters. Again they were most helpful with Registration; over a third of the sample indicated that their advisors were *moderately* or *very* helpful in that area, while a tenth stated that they were *not at all* helpful. Thirty percent of the students reported their advisors to be *moderately* or *very* helpful in University matters and Choice of major while about a tenth thought their advisors were *not at all* helpful.

Personal Problems. During SOP, a sixth of the sample (28 percent of those discussing Personal matters with these advisors) indicated that their advisors were *moderately* or *very* helpful, while a third (over half of those reporting interactions with their advisors on Personal matters during SOP) reported them to be of *no help at all.*

Advisors were seen as being slightly more helpful in Personal matters during the Fall semester. Again a sixth of the students (36 percent of those responding) indicated that their advisors were *moderately* or *very* helpful while a fifth of the respondents (over half the students interacting with their advisors on personal matters) indicated that they were *not at all* helpful.

Friendliness/Interest

Relative to Academic matters, the freshmen reported their DUE academic advisors to be *moderately* friendly/interested in them during SOP and *slightly* to *moderately* friendly/interested during the first half of the Fall semester (Table 3.4). The advisors were viewed as only *slightly* friendly/interested in them regarding Personal matters, both during SOP and the Fall semester.

Table 3.4 Friendliness/Interest of the DUE Academic Advisors

SITUATIONS	Percent Having Interactions With Advisors	Degree of Friendliness/Interest				Mean
		Not At All	Slightly	Moderately	Very	
Academic:						
Registration (description and selection of courses, planning a class schedule etc.)						
SOP	94	9%	9%	32%	44%	3.18
Fall/74	58	9	10	16	23	2.90
Choice of major (information about majors and their requirements, etc)						
SOP	92	9	16	34	33	3.01
Fall/74	55	11	8	18	18	2.77
University matters (degree requirements and grading procedures, etc.)						
SOP	91	8	17	34	31	2.98
Fall/74	54	13	10	16	17	2.66
Personal:						
Personal matters (family, peer relations, mental health, etc.)						
SOP	59	29	12	7	11	2.01
Fall/74	42	20	7	7	8	2.06

Academic Areas. During SOP, the advisors were reported to be the most friendly/interested in the students in discussing Registration matters; three-quarters of the freshmen indicated that their advisors were *moderately* or *very* friendly/interested in them, while a tenth stated they were *not at all* friendly/interested. Two-thirds indicated that the advisors were *moderately* or *very* friendly/interested in them in interactions involving Choice of major and University matters, while less than ten percent considered them *not at all* friendly/interested in them in these areas.

During the Fall semester, academic advisors were viewed as less friendly/interested in the students than they had been during SOP. Advisors were considered *moderately* or *very* friendly/interested by two-thirds of those freshmen who discussed Registration or Major-related matters with them and by six-tenths of those freshmen who discussed University matters with them.

Personal Problems. Students viewed their DUE academic advisors as being only *slightly* friendly/interested in them relative to their Personal problems. During SOP a fifth of the students reported their advisors to be *moderately* or *very* friendly/interested in them regarding Personal matters, while twice that many reported their academic advisors to be only *slightly* or *not at all* friendly/interested. Half of the students who had interactions with their advisors on Personal matters stated that their advisors were *not at all* friendly/interested in them.

Students indicated that their academic advisors were slightly more friendly/interested in them during the Fall semester. Fifteen percent indicated their advisors to be *moderately* or *very* friendly/interested while a fifth (half of those having interaction with advisors on Personal matters during the Fall) stated their advisors *not to be at all* friendly/interested in them.

RESIDENT ADVISORS

The resident advisors resided on each floor of the dormitories occupied by the freshmen during the SOP. These six upperclassmen were selected from the staff of resident advisors employed during the Fall and Spring semesters. Their function was primarily (a) to provide assistance during "emergency" situations: quiet loud parties, secure aid for injured students, etc.; and (b) to handle

light maintenance: change light bulbs, open doors for students who lost their keys, etc. The resident advisors were available from 10:00 P.M. to 8:00 A.M. each night of the conference. They received room for the summer, board for six weeks of SOP and $60.00 in compensation for their services.

The resident advisors were reported by the freshmen to be the least helpful and friendly/interested in them of all the groups evaluated; not at all surprising in light of the functions they were required to perform. Half of the freshmen indicated that these advisors were *moderately* or *very* helpful and friendly/interested (see Appendix: Table A.1 and A.2), while a fifth reported them to have been *not at all* helpful or friendly/interested. Although 90 percent of the respondents resided in the dormitories, a fifth of the respondents indicated that the questions concerning the resident advisors were *not applicable*, indicating no contact or knowledge of these advisors.

CHAPTER IV

REGISTRATION

Since one of the main functions of the Summer Orientation Program (SOP) was to assist the freshmen in selecting and registering for courses for the Fall semester, the freshmen were asked to indicate the helpfulness of the course information available and to note difficulties in completing the registration forms. The freshmen also reported the number of primary courses for which they were successfully registered when they returned to the University in the Fall.

COURSE INFORMATION

During the SOP, the course information needed by the students to plan their academic programs for the Fall was provided by the DUE catalog, the Course descriptions supplied by the departments, and the DUE departmental information sheets (the outlines of program requirements). Slightly fewer than half of the sample (45, 44, and 47 percent, respectively) indicated that each of the three sources of information had been *very* helpful to them. A quarter of the sample reported that each had been *moderately* helpful, while about 5 percent of the students said that each had been *not at all* helpful. Fewer than a tenth (5, 8, and 9 percent, respectively) reported that they had not used the sources.

STUDENT DATA FORM, CLASS SCHEDULE, AND COURSE REQUEST FORM

Students were given instructions for completion of the Student Data Forms during the Registration workshop (second day). These forms, single-page questionnaires soliciting demographic data, were completed by nearly all of the

students (94 percent). Eighty-five percent of the sample stated that sufficient instructions had been given for completion of the form.

Students received Class Schedules and some instructions on their interpretation and use during the Registration Workshop (in the lounges) on the first day of the conference. These schedules, listing the courses and corresponding laboratories and recitations offered by the University in the Fall semester, were necessary for the completion of the Course Request Forms, the forms on which students indicated their primary and alternative choice of courses. Additional instructions and assistance with the interpretation of the Class Schedule and completion of the Course Request Form were given during the Registration Workshop on the following day. Seven-tenths of the sample indicated that they had carefully read the Class Schedule, but two-fifths of the respondents reported having difficulty determining the appropriate laboratories and/or recitations for their lectures. This endeavor was complicated by departmental differences in the manner of assigning laboratories and recitations to lectures. A universal policy would eliminate confusion and simplify registration.

Relative to the Course Request Form, 85 percent of the sample stated that they had completed the planning table on side "A" of the form, and 90 percent reported that they had listed alternative selections to their primary choices.

The Course Request Forms were processed during the summer. Upon their return to the University in the Fall, the freshmen received notification of the courses for which they had been successfully registered. Additional Course Request Forms were then submitted to register for courses in place of those for which they had been denied registration, either because of class size limitations or conflicts with other requested courses.

PRIMARY COURSES

Two-thirds of the students reported that three or more of the primary courses for which they had registered during SOP were on their Fall schedule when they returned in September; a quarter had successfully registered for 3 primary courses, and two-fifths received 4 or more. Seventeen percent

were registered for two primary courses, and a tenth were registered for only one of their primary courses. Six percent of the students reported that not one of the primary courses for which they had registered during SOP was on their Fall schedule when they returned in September.

Over half of the students (53 percent) had to submit only one Course Request Form to be registered for at least 12 semester hours. Fourteen percent submitted two; 9 percent, three; and 14 percent, four or more. A tenth were unable to recall.

CHAPTER V

OVERALL EFFECTS AND DESIRED CHANGES

One objective of the Summer Orientation Program (SOP) was to reduce the student anxiety associated with college attendance; another was to solicit from the students information about the types of programs and activities they thought would best meet their needs. To this end, the students specified the types of concerns (anxieties) they had before attending the SOP and indicated the effect attendance had on their degree of concern. They also noted changes they would have liked in the types of activities available during their SOP and indicated the desirability of including various activities in future programs. Modifications in the location and duration of the programs were also recommended.

AREAS OF CONCERN BEFORE ATTENDING SOP

The freshmen were asked about the degree of their concern (anxiety) in eight areas before attending SOP (Table 5.1). Six of the eight were indicated to be of *moderate* to *great* concern to at least half the students:

Courses (selection, getting desired courses, class size)
Impersonalness of a large University
Social competence (meeting others and establishing friendships)
Academic competence
Faculty (approachability, understanding)
Selection of major.

Course-related matters were of most concern to students before they attended SOP. They were of *great* concern to a third of the respondents and of *moderate* concern to three-tenths of the sample. The Impersonalness of a large University was of *great* concern to a quarter of the freshmen and of *moderate* concern to three-tenths.

Students were slightly less concerned with their Social and Academic competencies and the approachability and understanding of the Faculty. These were each of *moderate* or *great* concern to half the sample. Social and Academic competence were of *no* concern to a fifth of the sample; Faculty was of *no* concern to a sixth. The Selection of a major, also of *moderate* or *great* concern to half the respondents, was of *no* concern *at all* to three-tenths of the sample.

Faculty (competency, fairness) and Personal adjustment (development and maintenance of personal standards and values, self-discipline) were of relatively less concern than other areas to the freshmen before attending SOP. Faculty was of *slight* concern to 37 percent of the respondents and of *no concern* to a quarter of the sample. Three-tenths of the freshmen were only *slightly* concerned with their Personal adjustment, while a similar proportion of the students were *not at all* concerned with these matters.

CHANGE IN LEVEL OF CONCERN SUBSEQUENT TO SOP

Freshmen reported the effect of SOP attendance on their levels of concern in the eight areas listed above (Table 5.1). In all except two of the areas, Courses and the Impersonalness of a large University, the degree of concern *stayed the same* for the majority of the students. Otherwise, SOP attendance seemed to lessen anxiety in social and personal areas, while *increasing* concern in academic areas. Notably larger percentages of students reported a *reduction* than reported an *increase* in their concern with the Impersonalness of a large University, Social competence, and Personal adjustment. Decidedly more students reported *increased* rather than *decreased* concern over Courses and Academic competence.

It seems that while the SOP enabled students to meet and socialize with fellow students and to become familiar with various aspects of the University, it may have impressed them with the difficulties in selecting and registering for courses. The exposure to numerous students with equally impressive scholastic credentials caused, no doubt, increased anxiety and apprehension - a typical big fish, small pond reaction.

Table 5.1

Areas of Concern (Anxiety) Before SOP Attendance
and Subsequent Change in the Level of Concern Upon Attendance

AREAS	Concern Before Attendance				Change in Concern		
	None At All	Slight	Moderate	Great	Decreased	Stayed the Same	Increased
Courses (selection, getting desired courses, class size)	9%	28%	31%	32%	28%	31%	40%
Impersonalness of a large University	17	26	30	27	34	39	25
Social competence (meeting others and establishing friendships)	18	32	26	24	31	52	17
Academic competence	19	29	31	21	16	54	30
Faculty (approachability, understanding)	16	35	33	16	21	60	17
Selection of major	29	23	27	21	19	59	22
Faculty (competency, fairness)	24	37	26	13	16	66	18
Personal adjustment (development and maintenance of personal standards and values, self-discipline)	30	28	29	13	23	61	16

Note - Each item except one was answered by at least 97 percent of the sample. Change in concern for Personal adjustment was answered by 95 percent of the sample.

DESIRED CHANGES IN ACTIVITIES

The freshmen were asked to indicate the degree of change they would have liked in five types of activities available during their SOP (Table 5.2):

Interaction with faculty members
Academic information (requirements/grading/courses, etc.)
Information about facilities and services
Social activity
Registration information

The majority of the students desired an *increase* in each type of activity; very few wanted a *decrease*, and the remainder desired *no change*. Two-thirds of the students would have liked *more* academically-related activities: Interaction with faculty members, and Academic information (requirements/grading/courses, etc.). About two-thirds of the sample would have liked *additional* Information about facilities and services. Fewer students, although still sizable proportions (56 and 54 percent), desired an *increase* in Social activity and in Registration information.

Table 5.2 Desired Change in Activities

ACTIVITY	Degree of Change		
	Less	None	More
Interaction with faculty members	2%	31%	67%
Academic information (requirements/grading/ courses, etc.)	3	32	65
Information about facilities and services	2	34	64
Social activity	1	42	56
Registration information	2	44	54

Note - At least 99 percent of the sample responded to each item.

DESIRABILITY OF ACTIVITIES FOR INCLUSION IN SOP

Freshmen indicated how desirable each of ten activities was for inclusion in a Summer Orientation Program (Table 5.3). They also rated the desirability

Table 5.3 Desirability of Activities for Inclusion in SOP

ACTIVITIES	Degree of Desirability				Mean
	Undesirable	Does not Matter	Desirable (Not Essential)	Essential	
Programs to familiarize students with the University's facilities and services (tours, films, workshops, etc.)	1%	3%	29%	67%	3.64
Opportunity to socialize with fellow students	1	6	26	66	3.61
Academic counseling by DUE academic advisor/EOP counselor	1	10	26	62	3.51
Academic counseling by faculty members (in the department of your choice)	2	9	39	49	3.37
Small group discussions of concerns and interests	4	19	55	22	2.96
Small group discussions of concerns and interests with faculty members	6	33	48	14	2.69
Discussion of study techniques	10	32	39	19	2.65
Social contact with faculty members (lunches, teas, etc.)	7	38	41	14	2.62
Sample lectures by faculty members	18	24	45	14	2.54
Vocational interest and aptitude tests	14	36	40	10	2.47
No summer orientation - just registration through the mail	80	9	7	5	1.36

Note - Each item was answered by at least 99 percent of the sample.

of not having a Summer Orientation Program - just registering through the mail. A four-point desirability scale, ranging from *undesirable* to *essential*, was used.

Four of the activities were reported by at least nine-tenths of the respondents to be *desirable (not essential)* or *essential*:

Programs to familiarize students with the University's facilities and services (tours, films, workshops, etc.)
Opportunity to socialize with fellow students
Academic counseling by DUE academic advisor/EOP counselor
Academic counseling by faculty members (in the department of your choice).

The first two were considered *essential* for inclusion in a Summer Orientation Program by two-thirds of the sample, and *desirable* by more than a quarter of the students. Academic counseling by DUE academic advisors/EOP counselors was rated *essential* by three-fifths of the respondents, while Academic counseling by faculty members (in the department of your choice) was thought to be *essential* by half the students.

Small group discussions of concerns and interests were viewed as *desirable* or *essential* by three-quarters of the sample, and by 60 percent if faculty were involved in the discussions. The other activities involving faculty participation, Social contact, and Sample lectures, were considered *desirable* or *essential* by the majority of students. A substantial proportion of the students (38 and 24 percent, respectively) thought such faculty contact did *not matter*, and some stated that such interactions were actually *undesirable*.

Study techniques seemed to be of great concern to many of the students; a fifth of the sample stated that Discussion of study techniques was *essential* for inclusion in SOP, and two-fifths indicated such Discussion to be *desirable*. Vocational interest and aptitude tests were reported essential by only a tenth of the sample and desirable by two-fifths.

Freshmen decisively rejected the option of having no Summer Orientation Program - just registration through the mail. Four-fifths of the sample stated that alternative to be *undesirable*.

DESIRED LOCATION AND DURATION OF SOP

Most of the students (83 percent) recommended that the SOP be held on both the Main and Amherst Campuses, some activities being held on each. A sixth of the sample recommended that SOP be held on the Main Campus only, and fewer than one percent said the program should be restricted to the Amherst Campus.

The students were asked to consider the activities which they had recommended for inclusion in a SOP and indicate the number of days that should be scheduled for an orientation program consisting of those activities. Half the sample recommended a three-day program; three-tenths wanted four or more days. Ten percent wanted a two-day conference and only 5 percent indicated that one day would be sufficient. Three percent of the respondents indicated that an orientation program should not be scheduled.

CHAPTER VI

SUMMARY AND CONCLUSIONS

For the past ten years incoming SUNY/B freshmen who have attended the Summer Orientation Programs have indicated that their most valuable orientation experiences have been: (a) meeting students, (b) becoming familiar with the services and physical environment of the university, and (c) completing advisement and registration for the Fall semester. Evaluation of the 1974 Summer Orientation Program substantiated the students' continued concern in these areas and assessed the contribution of the program along these dimensions.

The findings indicated that the summer program provided the students with a wide variety of opportunities to meet fellow students and to become familiar with the facilities and services of the university. The student aides, who conducted many of the tours and workshops, were rated as the most helpful and friendly/interested in the students of all the university personnel with whom the students interacted during the program. Program attendance seemed to lessen the students' anxiety in social and personal areas. Concern with the impersonalness of a large university, social competency, and personal adjustment decreased, although the students reported that they would have liked more information about the university's facilities and services. The relative success of the students socially was reflected in their greater satisfaction with the existing levels of social acitivities.

The student aides, the registration aides, and the academic advisors were reported to have been helpful and friendly/interested in the students regarding registration. Their efforts seemed successful, most students were registered for at least three of four primary courses when they returned in the Fall.

The academic advisors were also helpful and friendly/interested in the students in academic areas. They were reported to be more helpful and friendly/interested in the students during the summer program than during the Fall semester. Fewer students discussed personal problems with their advisors than discussed academic problems, and most of those who did discuss personal matters reported that their advisors were not very helpful or even friendly/interested in them. It should be remembered that the function of the academic advisors is academic advisement, not personal counseling.

In spite of the efforts of the academic advisors, students reported that SOP attendance heightened their anxiety relative to academic areas: courses (selection, getting desired courses, class size) and their own academic competence. Difficulties in selecting and registering for courses and contact with numerous students with equally impressive academic credentials may account for much of the increased concern. This heightened concern with academics is reflected in the types of activities the students reported that they would have liked in their orientation program: more academic-related programs, particularly more interaction with faculty members; and more academic information (requirements/grading/courses, etc.).

Students emphatically endorsed the need for an orientation program for incoming freshmen and indicated that it should be three or four days long and held on both the Main and Amherst campuses. Recommended emphasis of the activities were again familiarization with the university's facilities and services, social activities with fellow students, and academic counseling. Small-group discussions of concerns and interests were also advocated. Increased faculty involvement in the program was indicated to be desirable relative to academic counseling and discusssion of students' concerns and interests; social contact with faculty and sample lectures, however, were of interest to considerably fewer students.

The students' responses indicate that the 1974 Summer Orientation Program provided a socially positive and academically realistic perspective of their pending university experience.

APPENDIX

Table A.1 Helpfulness of Personnel

GROUPS AND SITUATIONS	Percent Attending or Indicating Applicable	Degree of Helpfulness				Mean
		Not At All	Slightly	Moderately	Very	
STUDENT AIDES DURING SOP						
Registration Workshop[1] (in the lounges)	86	2%	11%	21%	52%	3.43
Main Campus Tour	54	1	6	19	29	3.40
Amherst Campus Tour	53	3	6	16	27	3.27
Completion of registration materials (Student Data Forms and Course Request Forms)	96	5	15	27	49	3.25
Initial Meeting (following check-in)	96	4	16	34	42	3.18
Evening Activities (workshops and programs)	68	2	11	29	26	3.15
REGISTRATION AIDES (the two aides who presented the overhead projection program during the registration workshop - second day).						
Completion of registration materials (Student Data Forms and Course Request Forms)	94	6	14	31	43	3.19
LIBRARIANS						
In general, they were:						
During SOP	39	4	4	18	13	3.04
During Fall/74	70	7	10	30	23	3.00
DUE ACADEMIC ADVISORS						
Academic:						
Registration (description and selection of courses, planning a class schedule, etc.)						
During SOP	94	12	15	30	38	2.98
During Fall/74	58	11	11	18	18	3.75
University matters (degree requirements and grading procedures, etc.)						
SOP	92	11	18	34	29	2.88
Fall/74	55	13	13	15	14	2.55
Choice of major (information about majors and their requirements, etc.)						
SOP	91	14	18	30	30	2.83
Fall/74	54	11	13	17	13	2.59
Personal:						
Personal matters (family, peer relations, mental health, etc.)						
SOP	59	32	11	8	9	1.89
Fall/74	42	21	6	8	7	2.03
RESIDENT ADVISOR on your floor during SOP (the RA, not the Student Aides)						
In general, he or she was:	80	21	11	29	19	2.57

[1] Although 86 percent of the respondents indicated the helpfulness of the student aides during the Registration Workshop (in the lounges), only 80 percent indicated the benefit of the workshop in meeting people and familiarizing them with the University (Tables 2.1 and 2.2).

Table A.2 Friendliness/Interest of Personnel

GROUPS AND SITUATIONS	Percent Attending or Indicating Applicable	Degree of Friendliness/Interest				Mean
		Not At All	Slightly	Moderately	Very	
STUDENT AIDES DURING SOP						
Main Campus Tour	54	2%	4%	17%	29%	3.39
Amherst Campus Tour	53	3	4	17	30	3.39
Initial Meeting (following check-in)	97	3	12	29	52	3.36
Registration Workshop[1] (in the lounge)	86	4	11	25	47	3.34
Evening Activities (workshops and programs)	68	1	9	26	32	3.27
Completion of registration materials (Student Data Forms and Course Request Forms)	96	5	16	32	43	3.18
REGISTRATION AIDES (the two aides who presented the overhead projection program during the registration workshop - second day).						
Completion of registration materials (Student Data Forms and Course Request Forms)	94	9	15	33	38	3.05
LIBRARIANS						
In general, they were:						
During SOP	39	5	5	19	10	2.89
During Fall/74	70	6	16	29	19	2.85
DUE ACADEMIC ADVISORS						
Academic:						
Registration (description and selection of courses, planning a class schedule, etc.)						
During SOP	94	9	9	32	44	3.18
During Fall/74	58	9	10	16	23	2.90
Choice of major (information about majors and their requirements, etc.)						
SOP	92	9	16	34	35	3.01
Fall/74	55	11	8	18	18	2.77
University matters (degree requirements and grading procedures, etc.)						
SOP	91	8	17	34	31	2.98
Fall/74	54	13	10	16	17	2.66
Personal:						
Personal matters (family, peer relations, mental health, etc.)						
SOP	59	29	12	7	11	2.01
Fall/74	42	20	7	7	8	2.06
RESIDENT ADVISOR on your floor during SOP (the RA, not the Student Aides)						
In general, he or she was:	80	18	14	26	22	2.66

[1] Although 86 percent of the respondents indicated the friendliness/interest of the student aides during the Registration Workshop (in the lounges), only 80 percent indicated the benefit of this workshop in meeting people and familiarizing them with the University Tables 2.1 and 2.2).